TITLE I ADMINISTRATIVE UNIT

A. J. Comfort, Jr.
Coordinator

Title I of the Elementary and Secondary Education Act of 1965, as amended, provides resources for local school districts and state agencies to address the special instructional needs of children who require additional assistance in order to keep pace with their peer group. Title I is federally funded, state administered and locally implemented.

The Title I Administrative Unit, under the direct supervision of the assistant state superintendent of education, is charged with the responsibility for the provision of technical assistance, program approval and monitoring for adherence to applicable law and regulations. Additionally, the unit effects the distribution of and accounting for funds to eligible agencies in keeping with the requirements of law.

Field Services Section

This section constitutes the core element of the Title I Unit. Staff members in this section assume a helping role in assisting local school districts with needs assessment, pre-planning, development of project proposals and the approval of programs under Title I.

During fiscal year 1981, a pre-submission conference was held with each local school district prior to the formal submission of the project to the state office. Applications were reviewed against prevailing regulations, adjusted if appropriate, and approved prior to the opening of the fall session. State field staff conducted on-site reviews of programs and interviewed in excess of 5,800 local Title I staff concerning their role in implementing Title I projects. One goal for the year was to bring about a higher level of consistency in reviews of local Title I programs.

Team reviews were deployed in selected local school districts to minimize the disruptive effect of long, drawn-out reviews. The additional benefit derived was the ability to provide a broader range of technical assistance to districts desiring aid with identified problem areas.

Special Projects Section

The Special Projects Section provides direction and supervision for programs for migrant children and for juveniles in programs operated by the Mississippi Department of Youth Services and the Mississippi Department of Correction.

The major emphases in the migrant program conducted by more than 40 local school districts include reading, math, early childhood and oral language. Children are eligible for participation in the migrant program by virtue of the involvement of their families in agricultural and fishery related occupations.

The compensatory program at Oakley and Columbia Training Schools and the State Penitentiary is limited to those residents under 21 years of age who have not completed high school. The areas of remedial math and reading are prominent in all three institutions, and these activities are supported with media and counseling services.

Recent program accomplishments include the following:

--Approval and implementation of a Section 143 grant to Mississippi permitting the provision of in-service training to key leaders in 30 states on the teaching of basic skills in reading, math, early childhood and oral language to migrant students.

--Implementation of a statewide recruitment and identification of programs for migrant children in districts where eligible children potentially reside.

--Staff Development and Training for over 100 instructional staff members in local school districts to improve the quality of instruction in reading.

Support Service Section

The basic responsibility of this section is to provide technical assistance in the areas of reading, parent involvement, evaluation and health service. In order to involve the maximum number of local school districts the workshop approach is used along with individual visits to districts.

In fiscal year 1980, 46 workshops were conducted in the area of parental involvement, with all local districts in the state being invited to participate.

In the area of reading, 33 workshops were provided, along with four regional workshops for kindergarten. The kindergarten workshops involved 382 staff members employed in the 32 local districts that provide kindergarten classes as part of their Title I program.

Evaluation workshops were provided for approximately 55 local districts that were required to report gains for the fiscal year. Additionally, there were approximately 20 small workshops conducted to meet the individual needs of local school districts.

Technical assistance in health service was provided basically by individual visits to the local school districts. There is an annual statewide workshop for all nurses employed in the Title I programs.

OFFICE OF PLANNING AND EVALUATION

Jerry R. Hutchinson
Coordinator

The purpose of the Office of Planning and Evaluation is to assist in the improvement of the quality of public education in Mississippi. The model for comprehensive planning devised and implemented by the staff includes the following steps: 1) identify needs by establishing documented evidence; 2) establish goals in an order of priority; 3) develop specifically stated objectives for accomplishing each goal after considering diversified resources; 4) implement the strategies for achieving each objective; and 5) evaluate the given project by considering the achievement of each objective. A major consideration of the planning model concerns the development of effective objectives.

Reports of three selected major activities in which the staff for the Office of Planning and Evaluation were engaged during the fiscal year 1981 are presented in the subsections indicated below:

Public School Finance

Personnel from the Office of Planning and Evaluation were asked to serve as staff persons for the Special Committee on Public School Finance and Administration. One Committee recommendation was to consider a formula for disbursing funds to local school districts based upon weighted pupil units. A tri-level funding program was developed for the public school districts of Mississippi. The first level would be applied in every school district; the second level would be applied subject to approval of the respective local school districts' boards of education; and, the third level would be applied subject to special referendums of the voting public within the respective school districts.

A computer program to accomodate variables specified in the recommendations of the study was developed. As the variables are manipulated the effect on local school districts can be readily analyzed.

Feasibility and Specification Studies

The staff also conducts feasibility studies (land utilization, facility, consolidation, etc.) for local school districts. Such studies involve a review of available background information, a thorough on-site evaluation of existing conditions, an analysis of enrollment data to project increases or decreases of student population, a survey of existing buildings to determine structural soundness and adaptability to programs offered, an examination of master schedules as they relate to space utilization and other factors including transportation, possible bond issues and court requirements. The information is analyzed and compiled into a written document which is presented to the local school board. During the 1981 fiscal year, ten such feasibility studies were completed.

The development of education specifications for facilities follows the completion of feasibility studies. Through specification documents, the staff investigates districts' space and equipment needs, and recommends plans for their use. Upon completion and approval by the local school board, the staff works with the architect in translating the document into blueline drawings compatible with the specifications. The information is then presented at public meetings to promote the passage of a bond issue for construction of facilities. During the 1981 fiscal year, educational specifications were completed for three school districts' building programs.

Dissemination

The Mississippi Dissemination Program, established by a grant from the National Institute of Education, links Mississippi educators to information, materials, research and products/practicies for the improvement of educational practice. The MDP can now provide on-line educational data searches through a computer terminal that is located in the professional library. The MDP has prepared the following publications:

Directory of SDE Publications -- This directory contains a listing of the publications that are produced by the various units of the State Department of Education.

Dissemination in Decision Making -- The importance of accurate, relevant information in decision making is discussed in the publication. Levels of dissemination are compared with the steps in the decision-making process.

Mississippi Dissemination Program -- This brochure contains a brief overview of the dissemination services and activities of the dissemination effort.

STAFF DEVELOPMENT AND TRAINING

Jane Goodson
Coordinator

The Staff Development and Training Office is a part of the Personnel Office. Through this office training and developmental opportunities are coordinated and conducted. Periodic surveys are made to identify employee training needs.

This past year three graduate courses have been offered to assist employees in meeting certification deadlines. These courses were:

Basic School Administration
Supervision of Instruction
School Principalship

The fourth graduate course, School Law, is being conducted this semester.

The General Studies Degree Program for Governmental Employees began its eighth semester in September, 1981. This external degree program from Mississippi College combines job-related courses with the required core courses for the associate and/or bachelor's degree(s).

The following majors are available through the General Studies Degree Program:

1. Associate level:
   a. Executive/Administrative Secretary
      (with option leading to Business Administration)
   b. Business Administration
   c. Computer Science

2. Bachelor's level:
   a. Business Administration
      (with option of 12 hours of Management)
   b. Public Administration
   c. Computer Science

The State Department of Education Curriculum Committee has worked with Mississippi College in developing these majors to meet the training needs of governmental employees in present and future job assignments. Approximately thirty different courses have been offered thus far. The average enrollment is approximately fifty participants each semester.

The Department has made a commitment through its Staff Development Program to assist employees in furthering their education. Qualified departmental employees serve as instructors for some of the graduate, as well as general studies, courses. This arrangement considerably reduces tuition for the employees. All of the courses are conducted in the office facilities thereby eliminating the necessity of travel to the college campus. Employees leave their jobs in the late afternoon and go directly into the classroom setting.

Other activities coordinated through this office include the Middle Management Course, the Stress Management and Control Course, the WLP Leadership Project co-sponsored by the Southwest Educational Development Laboratory and Ford Foundation, and workshops on "The Business Office of the 80's" and "Financial Planning".

DIVISION OF ADMINISTRATION AND FINANCE

Smith Sparks
Director

By Statute the Division of Administration and Finance is responsible for the following: 1) apportionment of state funds as directed by the State Board of Education, 2) budgetary control, 3) educational and financial records, reports and research, 4) fiscal and business management, and 5) departmental bookkeeping. In addition to the statutory duties, this division has the following responsibilities: 1) administering school and nonschool food service programs, 2) fiscal accounting for federal programs, 3) data processing, and 4) in-house print shop and mail service.

The division is divided into four functional service areas — Finance and Statistics with the major responsibility of administration of the Minimum Foundation Program; School Food Service with responsibility of supervision and administration of school lunch program, school breakfast program, child care feeding program, summer feeding program and nutritional education; Accounting providing departmental bookkeeping except for vocational education and vocational rehabilitation; Data Processing which provides in-house programming, data entry and data retrieval services; and Printing which provides printing services for the department.

The division is responsible for publishing the following annual reports:

1. Superintendent's Annual Report to the Legislature
2. Statistical Data
3. Public School Enrollment
4. Dropout By Reason
5. Special Salary Tabulations

In addition to supplying members of the state legislature and governor's office with educational data, the division is also responsible for furnishing information to the U. S. Office of Education, U. S. Census Bureau, and the National Education Association research office.

DIVISION OF INSTRUCTION

Ralph Brewer
Director

The Division of Instruction is divided into three functional units. Each unit is led by an assistant director who is responsible for administering laws and policies which apply to that section. Service and leadership continue to be the focus of all activities.

The Special Education Section of the Division of Instruction is charged with the responsibility for planning, implementing, and reviewing/revising the structure under which all programs for exceptional children in the state operate. Specifically this includes:

1. implementing regulations which are in compliance with state and federal laws.
2. monitoring at least one-third of the public school and state agency programs for handicapped children, as well as participating private school programs.
3. providing technical assistance.
4. providing help in the completion of the necessary educational evaluation of children.
5. developing/updating, implementing, reviewing/revising state plans/projects as required by federal law.
6. working directly with university personnel.
7. assessing changing needs and recommending any needed changes in state law.
8. approving each public school class for exceptional children.
9. collecting and managing data which is required for reporting to federal and state agencies.
10. receiving and responding to complaints and requests for help.

The section has been organized into three groups in order to see that these responsibilities are met: one group has been given major responsibilities for programming and monitoring; a second group is charged with state agency programs, private school programs inservice/preservice, and data management; and a third group (Mississippi Learning Resource System) is charged with providing actual services and leadership in the area of evaluation of exceptional children.

The Federal and State Section of the Division of Instruction is charged with several areas of responsibility. First of these are the regulatory programs of school accreditation and teacher certification. State law and rules and regulations of the State Board of Education determine how these programs are carried out.

The second area is made up of several federal programs. ESEA Title IV, ESEA Title V, Civil Defense Education, Basic Skills, Media Services, and Adult Education are included in this area. Each of the offices are charged with administering an approved state plan in compliance with state and federal laws and rules and regulations developed by the U. S. Office of Education or by the State Board of Education. Most of these programs have flowthrough money from the federal government to local school districts.

The third area is accountability and assessment. Assessment consists of testing all students in three grades in the basic skill areas. The results of these achievement tests are reported to school districts, boards of education, members of the legislature and the general public. Emphasis was given this past year to developing an instructional management program in each accreditated school of the state. The quality of teaching can be

improved by developing a viable instructional management system. Schools are presently determining the skills and objectives that should be taught to students. Teachers are determining the level of mastery required by students before proficiency is achieved and teachers are developing tests to measure stated objectives. Decisions on teaching and the teaching process will be made based on results. All of the programs in this section are actively participating in some phase of instructional management. Emphasis on improved teaching performance through instructional mangement will be the thrust for several years to come.

The Instructional Services Section of the Division of Instruction provided consultative services and supervision to accreditated schools for the improvement of instruction. The main thrust of this effort was providing technical assistance to schools in the development of their Accountability and Instructional Management plan (AIM). The twelve staff members and assistant director met with the administrative staff of each school district and administrative personnel from many accreditated private schools from one to three times to review and provide assistance in the development of their instructional management system. Numerous regional and state meetings were provided to increase the expertise of Mississippi educators relative to instructional program development.

Additionally, the staff of Instructional Services provided technical assistance in curriculum development in the specific program areas of career education, alcohol education, bilingual education, social studies, science, mathematics, language arts, foreign language, physical education, music education, arts education, health education, business education, reading, and early childhood education.

DIVISION OF JUNIOR COLLEGES

George Moody
Director

The Division of Junior Colleges, State Department of Education, created by Section 37-3-1, Mississippi Code of 1972, Annotated, is charged with the general functions of implementing the state's legislative programs and its executive policies for the benefit of public junior colleges.

The division serves as the executive arm of the Junior College Commission which meets quarterly and is primarily concerned with coordination of instructional activities and maintaining standards of quality in the public junior colleges.

The director of the division assumes principal responsibility for matters involving legal, financial, general administration and legislative affairs of the junior colleges. He works most directly with junior college boards of trustees, presidents and business managers.

The supervisor of Educational Programs and Student Affairs is assigned primary responsibility for matters related to instructional programs, student services, public information and student activities. He works most directly with deans of instruction, deans of students and sponsors of student activities and publications.

The Information Systems officer, first funded in fiscal year 1981, has responsibility for the development and implementation of a comprehensive information system for junior colleges as directed by Section 5, Senate Bill 3024, Laws of 1979.

During 1980-81 the State Superintendent of Education completed his visitation of the junior college campuses to meet with junior college and local public school administrators to promote the sharing of resources in delivery of services to the people of the state. Personnel within these school systems were encouraged to work together in identifying needs and developing programs to meet these needs.

Members of the staff of the Division of Junior Colleges visited each junior college campus at least two times during 1980-81 and successfully conducted enrollment audits for the summer, fall and spring semesters. State support disbursements were allocated to the districts on the basis of these audits in accordance with the provisions of the annual appropriation measure.

Initial planning for a junior college management information system began in 1980-81. An inventory of computer hardware and program applications at the junior colleges was conducted an a list of data elements was compiled. The planning phase of this activity will proceed through fiscal year 1982.

SCHOOL BUILDING AND TRANSPORTATION

Leonard Cain
Director

The Division of School Building and Transportation is composed of three sections: Pupil Transportation, School Building Service and Driver and Safety Education.

The Pupil Transportation Section is responsible for coordinating the various functions of the pupil transportation program as required by law and State Board of Education regulations. These include the purchase of equipment, route planning (regular and special education), bus driver training, instruction for safe riding practices and emergency procedures, bus inspection, maintenance and other related activities.

Safety and economy have been emphasized as the greatest current needs in pupil transportation. Conferences and workshops were held periodically to improve efficiency of school bus operation. It is very significant that no pupil fatalities occurred in connection with the pupil transportation program during the 1980-81 school term.

The need for special transportation has continued to increase significantly. Personnel in the division have provided consultative service for district administrators who find it necessary to arrange this service.

Sharp inflationary trends in the economy have made it very difficult to provide adequate transportation services. Therefore, school district officials have been urged to carefully reevaluate bus routes and to revise as necessary to utilize buses to maximum practical extent. The high cost of gasoline has caused a concerted effort to determine the best alternative fuels for use in school buses. The division has been very much involved in this endeavor.

The School Building Section of the division has helped coordinate the various functions of school building and renovation and construction with the Education Finance Commission; Mississippi Accrediting Commission; State Board of Health; State Department of Education Supervisors of Instruction, Vocational Education and School Food Services; State Energy Office; and federal agencies, in compliance with rules and regulations regarding school facilities. This section has also worked very closely with school officials and architects with various functions in the school building program including long-range planning, current construction cost data and new building trends.

The school building supervisor has provided consultant services for local school administrators and architects who find it necessary to obtain information which will assist them in providing the best possible educational environment to meet the needs of all pupils.

The School Building Section participated in the administration of the Federal Disaster Aid, Public Law 81-815 Section 16, assisting federal officials and local school district administrators in preparing applications for financial assistance. Funds were available for replacing and restoring school facilities destroyed or severely damaged as a result of flooding and Hurricane Frederic. This activity involved on-site inspection and evaluation of property damage in the various school districts affected by these disasters.

The Driver Education Section functions to provide overall supervision of the statewide driver education program, including administrative and consultative services.

This section received and approved applications for program approval and state aid. Requisitions for reimbursement based on course completion were also received and processed for payment from the Driver Penalty Assessment Fund. The state-owned mobile simulator units were scheduled for use in the various schools and concerted efforts were made to assure maximum and proper utilization of the units by on-site staff visits and the training of teachers in use of the equipment, when appropriate.

An effort was made to upgrade the program's quality by visiting and consulting with local school officials and by participating in state and Southern Association evaluations. Other activities included the securing of a federal grant to provide reimbursement for selected school districts to conduct motorcycle safety education, working closely with college and university personnel in strengthening and upgrading teacher preparation programs, encouraging schools to organize safety councils and emphasizing safety education in general.

Every driver education program in the state was visited by a staff member with the idea of evaluating the program and offering constructive advice for upgrading and improving the program.

DIVISION OF VOCATIONAL–TECHNICAL EDUCATION

Elwyn Wheat
Director

Vocational education is being provided through all public secondary schools and junior colleges of Mississippi. Also, through these public schools a start-up training program is being offered to help new industries get started and to assist existing industries in expanding their labor force and operation. This particular phase of vocational education is doing much to encourage industries to come to Mississippi.

Presently, there are 67 secondary and 28 postsecondary area centers that offer comprehensive vocational education programs in five or more occupational areas. One of the 28 postsecondary centers is operated at the State Penitentiary at Parchman, Mississippi. Vocational education student organizations are an integral part of the instructal program.

One of the highlights for vocational education was the positive outcome from the Management Evaluation Review for Compliance and Quality (MERC/Q) conducted by the U. S. Office of Education evaluation team and with visitors from Texas, Maine, Puerto Rico and Arkansas.

The team reviewed for compliance documentations for each of the 148 regulations for Public Law 94-482 for Vocational Education, and examined additional documentations for the quality of the state level delivery system for local vocational programs. Even though Mississippi did not have the proper documentation for all items in the review, most of these items were minor in nature and all except one has been brought into full compliance by the preparation date of this document. Mississippi ranked in the upper 10 percent of those states that have been evaluated in terms of compliance and quality.

The state staff was commended for their attitude in regard to this review and for their dedication to the support of the state's local vocational programs.

The third vocational education training conference was held again this year on the campus of Mississippi State University. This year's conference was planned around the central theme of "Training for Economic Development Through Vocational and Technical Education". The conference was also planned to assist each vocational educator in our state to fulfill his or her role in supporting the entire economic development effort and to gain insight into the significance of every vocational educator's role in the economic development of the state.

The four-day conference, with 1,875 people registered representing all areas and phases of vocational education, featured general sessions, general optional workshops and specified service area meetings and work sessions.

One of the most popular components of the conference continues to be the optional workshops designed to be of interest to everyone. This year 12 workshops were presented twice each to allow more people the opportunity to participate.

On December 1, 1980, a new and unique program and service was initiated within the Vocational Division—The Equipment Repair Program. Through the vocational warehouse, which serves as a temporary storage of vocational program equipment enroute to a specified local school, the repair program was established to provide maintenance and to keep the cost of equipment replacement at a minimum.

Two people are currently employed to check, repair and ready all vocational equipment from school districts to be redistributed for use. As of June 30, 1981, the following statistics are noted for a seven-month period of operation: number of pieces of equipment repaired — 102; cost of repair parts — $31,000; value of used equipment after repair — $63,000; value of equipment prior to repair — $15,400; replacement cost of repaired equipment — $126,000. Because of this repair program, more equipment has become usable and available to vocational programs.

DIVISION OF VOCATIONAL REHABILITATION

John Webb
Director

The Vocational Rehabilitation Division administers a state-federal service for persons of employment age with physical and/or mental disabilities who can be rehabilitated and placed in gainful employment. All types of disabling conditions are included, except the severe visually impaired, who are served by Vocational Rehabilitation for the Blind.

Services provided include: medical examinations, physical and mental restoration, counseling, limb and brace devices, training, job placement, tools and equipment required for employment and follow-up services. Sheltered workshops provide evaluation, personal adjustment, training, work experience and placement.

The division's Disability Determination Services is responsible for processing and rendering decisions on all Mississippi applications for Social Security Disability Benefits and Supplemental Security Income.

In addition to the traditional services listed above, Vocational Rehabilitation was able to begin two new programs through special federal grants awarded to the division. These two programs are designed to expand and improve the level of services available to the handicapped of this state. A brief description follows:

Independent Living

In October 1980, Vocational Rehabilitation was awarded a three-year grant to establish an Independent Living Center. This program is designed to aid the severely disabled in achieving two major goals: 1) self-determination, i.e., making decisions affecting their lives, 2) full participation of handicapped people in the day-to-day life of their communities. Independent living means control over one's life based on the choice of acceptable options that minimize reliance on others in making decisions and in performing everyday activities. We in Vocational Rehabilitation are proud of our Independent Living Center because it adds a new and vital dimension to the meaning of rehabilitation. The Center, located at 300 Capers Avenue in Jackson, is staffed with professionals prepared to assist the severely disabled in achieving their personal, independent living goals. A variety of services are available to clients based upon individual needs. Some of the services include: peer counseling, attendant training, mobility orientation and transportation, accessible housing coordination, client advocacy and many others. Although the program is young, we do consider it a valuable adjunct in meeting the needs of the severely disabled.

Client Assistance Project

With the large number of human services now available, it becomes increasingly difficult to know what is available and what the eligibility requirements are. In the midst of this frustration and confusion, communication sometimes breaks down and misunderstanding develops between the client and the service providers. Vocational Rehabilitation recognizes the realities of these situations as well as the need to develop a practical solution. For this agency, some of the solution came in the form of a three-year grant awarded to Vocational Rehabilitation in September 1980, for a Client Assistance Project. The objective of this project was to establish an office that would act as an impartial source in resolving client complaints associated with the Vocational Rehabilitation service delivery system. In order to insure objectivity the project was subcontracted to the Mississippi Easter Seal Society in Jackson. The project has proven effective in resolving complaints in a manner acceptable to both the counselor and the client and in easing the service delivery process.

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1980 - 81

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STATE BOARD OF EDUCATION

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Sources of information used in this bulletin are official reports submitted to the State Department of Education by the local education agencies. Material in this bulletin covers public schools only, except when otherwise indicated. Senior Colleges and universities are under the Board of Institutions of Higher Learning. No information is given in this bulletin on senior colleges except enrollment and location.

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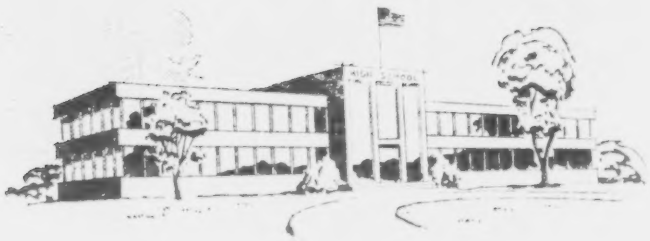
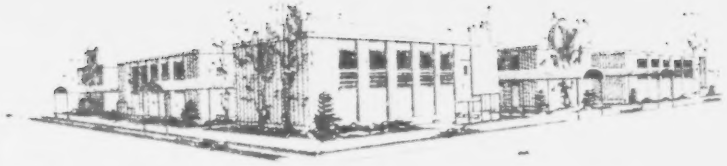
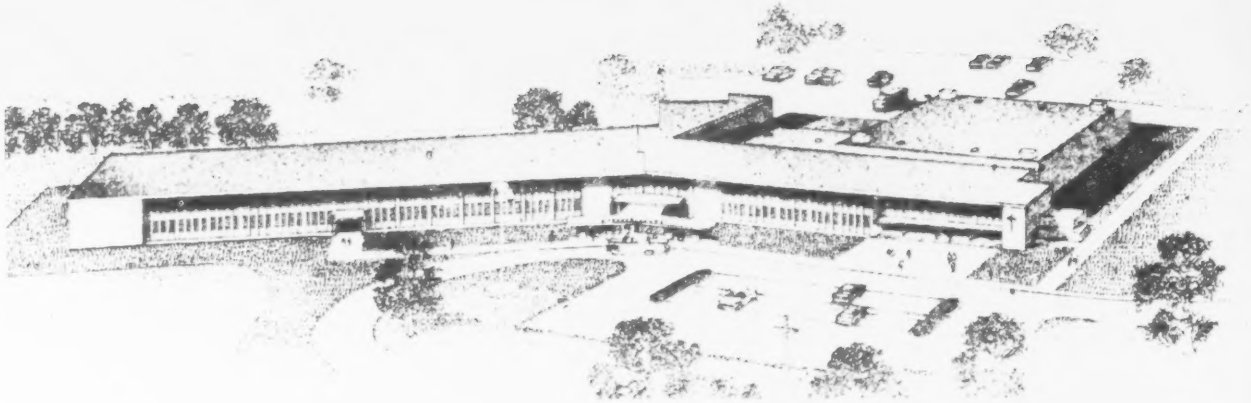


I. School Districts and Schools





SCHOOL DISTRICTS

County Unit Districts	68
Consolidated School Districts	28
Municipal Separate School Districts	51
Special Municipal Separate Districts	5
TOTAL DISTRICTS	153
Junior College Districts	16
Campuses:	
Academic and Vocational	21
Vocational & Technical Only	8
Total Campuses	29

SCHOOL BOARD MEMBERS

County Unit Districts	340	Elected one from each Supervisor's District
Consolidated School Districts	140	Elected
Municipal Separate Sch. Dists.	210	Appointed by Mayor & Board of Aldermen
	50	Elected
Special Mun. Separate Dists.	25	Appointed
County Board Members of Counties serving as Intermediate Units between State & Local Dists.	55	Elected (same as county unit)
TOTAL Public Sch. Board Members	820	

AGRICULTURAL HIGH SCHOOLS AND JUNIOR COLLEGES

Agricultural High Schools, part of Junior College	3
Agricultural High Schools, not part of Junior College	1
Junior College Districts, State Supported	16
Junior Colleges, Nonpublic	8
**********	
Trustees of Junior Colleges	314
Board Members of AHS, not part of Junior Colleges	6
TOTAL	320

KEY TO PUBLIC SCHOOL DISTRICTS

No. District Name
(In Alphabetical Order by District)

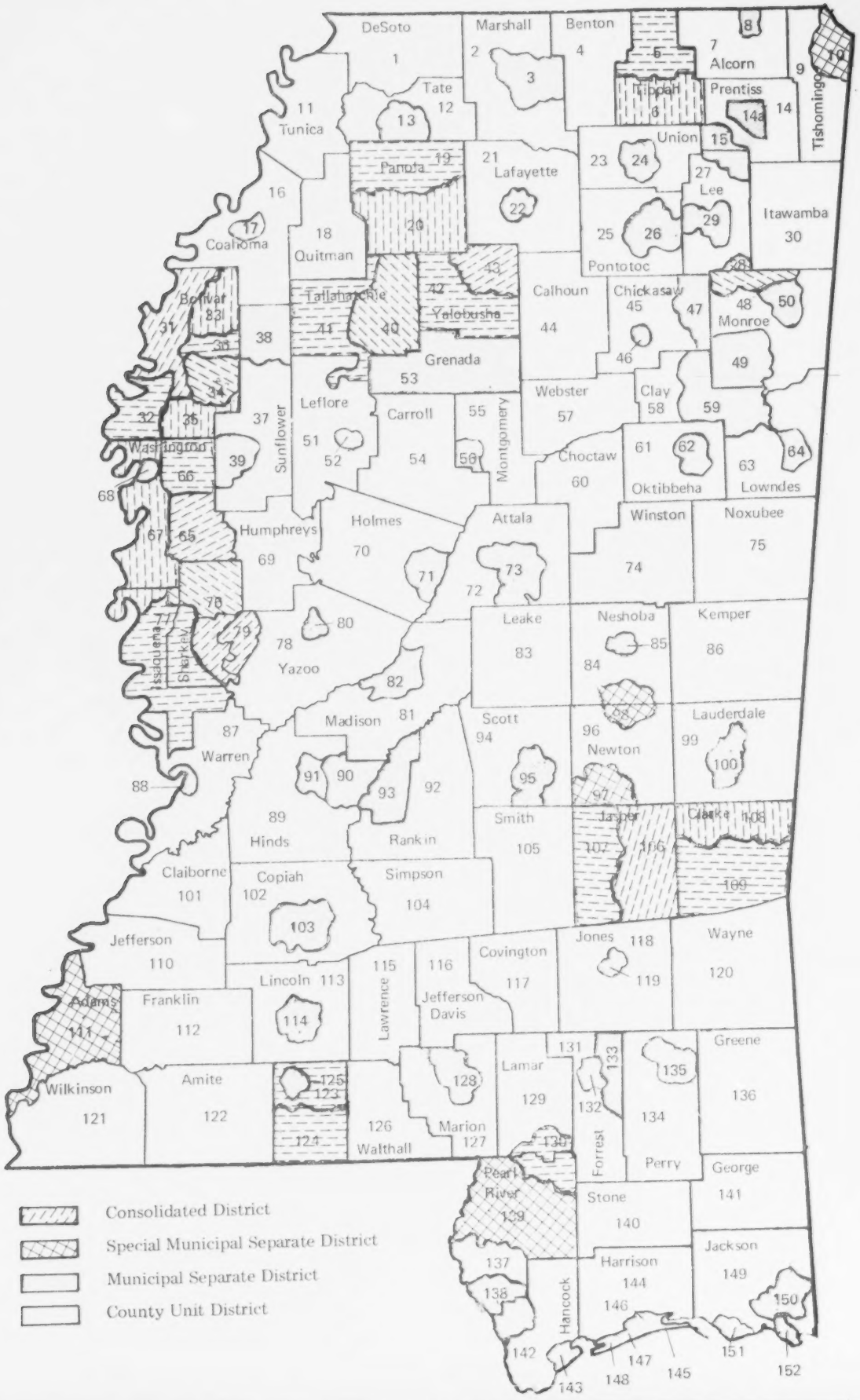
49. Aberdeen Sep. (Monroe Co.)
7. **Alcorn County**
122. **Amite County**
50. Amory Sep. (Monroe Co.)
76. *Anguilla Line Cons.* (Sharkey Co.)
72. **Attala County**
15. Baldwyn Sep. (Prentiss Co.)
143. Bay St. Louis Sep. (Hancock Co.)
4. **Benton County**
145. Biloxi Sep. (Harrison Co.
31. *Bolivar Cons. No. 1* (Bolivar Co.)
32. *Bolivar Cons. No. 2* (Bolivar Co.)
33. *Bolivar Cons. No. 3* (Bolivar Co.)
34. *Bolivar Cons. No. 4* (Bolivar Co.)
35. *Bolivar Cons. No. 5* (Bolivar Co.)
36. *Bolivar Cons. No. 6* (Bolivar Co.)
114. Brookhaven Sep. (Lincoln Co.)
14a. Booneville Sep. (Prentiss Co.)
44. **Calhoun County**
82. Canton Sep. (Madison Co.)
54. **Carroll County**
45. **Chickasaw County**
60. **Choctaw County**
101. **Claiborne County**
17. Clarksdale Sep.(Coahoma Co.)
58. **Clay County**
91. Clinton Sep. (Hinds Co.)
16. **Coahoma County**
42. *Coffeeville Cons.* (Yalobusha Co.)
128. Columbia Sep. (Marion Co.)
64. Columbus Sep. (Lowndes Co.)
102. **Copiah County**
8. Corinth Sep. (Alcorn Co.)
117. **Covington County**
1. **DeSoto County**
38. Drew Sep. (Sunflower Co.)
71. Durant Sep. (Holmes Co.)
108. *Enterprise Cons.* (Clarke Co.)
95. Forest Sep. (Scott Co.)
131. **Forrest County**
112. **Franklin County**
141. **George County**
136. **Greene County**
68. Greenville Sep.(Washington Co.)
52. Greenwood Sep. (Leflore Co.)
53. Grenada Sep. (Grenada Co.)
146. Gulfport Sep. (Harrison Co.)
142. **Hancock County**
144. **Harrison County**
132. Hattiesburg Sep. (Forrest Co.)
103. Hazlehurst Sep. (Copiah Co.)

No. District Name

89. **Hinds County**
65. *Hollandale Cons.* (Washington Co.)
79. *Holly Bluff Cons.* (Yazoo Co.)
3. Holly Springs Sep. (Marshall Co.)
70. **Holmes County**
46. Houston Sep. (Chickasaw Co.)
69. **Humphreys County**
39. Indianola Sep. (Sunflower Co.)
30. **Itawamba County**
10. Iuka Sep. (Tishomingo Co.)
149. **Jackson County**
90. Jackson Sep. (Hinds Co.)
106. *Jasper Cons., East* (Jasper Co.)
107. *Jasper Cons., West* (Jasper Co.)
110. **Jefferson County**
116. **Jefferson Davis County**
118. **Jones County**
86. **Kemper County**
72. Kosciusko Sep. (Attala Co.)
21. **Lafayette County**
129. **Lamar County**
99. **Lauderdale County**
119. Laurel Sep. (Jones Co.)
115. **Lawrence County**
83. **Leake County**
27. **Lee County**
51. **Leflore County**
66. *Leland Cons.* (Washington Co.)
113. **Lincoln County**
147. Long Beach Sep.(Harrison Co.)
74. Louisville Sep. (Winston Co.)
63. **Lowndes County**
130. *Lumberton Line Cons.* (Lamar Co.)
81. **Madison County**
127. **Marion County**
2. **Marshall County**
125. McComb Sep. (Pike Co.)
100. Meridian Sep. (Lauderdale Co.)
48. **Monroe County**
55. **Montgomery County**
150. Moss Point Sep. (Jackson Co.)
111. Natchez-Adams Sep. (Adams Co.)
84. **Neshoba County**
28. *Nettleton Line Cons.* (Lee Co.)
24. New Albany Sep. (Union Co.)
96. **Newton County**
97. Newton Sep. (Newton Co.)
75. **Noxubee County**
151. Ocean Springs Sep.(Jackson Co.)
47. Okolona Sep. (Chickasaw Co.)
61. **Oktibbeha County**

No. District Name

22. Oxford Sep. (Lafayette Co.)
19. *Panola Cons., North* (Panola Co.)
20. *Panola Cons., South* (Panola Co.)
152. Pascagoula Sep. (Jackson Co.)
148. Pass Christian Sep.(Harrison Co.)
137. **Pearl River County**
93. Pearl Sep. (Rankin Co.)
134. **Perry County**
133. Petal Sep. (Forrest Co.)
85. Philadelphia Sep. (Neshoba Co.)
138. Picayune Sep. (Pearl River Co.)
123. *Pike Cons., North* (Pike Co.)
124. *Pike Cons., South* (Pike Co.)
25. **Pontotoc County**
26. Pontotoc Sep. (Pontotoc Co.)
139. Poplarville Sep. (Pearl River Co.)
14. **Prentiss County**
109. *Quitman Cons.* (Clarke Co.)
18. **Quitman County**
92. **Rankin County**
135. Richton Sep. (Perry Co.)
94. **Scott County**
13. Senatobia Sep. (Tate Co.)
77. *Sharkey-Issaq. Cons.* (Sharkey Co.)
104. **Simpson County**
105. **Smith County**
62. Starkville Sep. (Oktibbeha Co.)
140. **Stone County**
37. **Sunflower County**
40. *Tallahatchie Cons., East* (Tallahatchie Co.)
41. *Tallahatchie Cons., West* (Tallahatchie Co.)
12. **Tate County**
5. *Tippah Cons., North* (Tippah Co.)
6. *Tippah Cons., South* (Tippah Co.)
9. **Tishomingo County**
11. **Tunica County**
29. Tupelo Sep. (Lee Co.)
23. **Union County**
98. Union Sep. (Union Co.)
88. Vicksburg Sep. (Warren Co.)
126. **Walthall County**
87. **Warren County**
43. *Water Valley Cons.* (Yalobusha Co.)
120. **Wayne County**
57. **Webster County**
58. West Point Sep. (Clay Co.)
67. *Western Line Cons.* (Washington Co.)
121. **Wilkinson County**
56. Winona Sep. (Montgomery Co.)
78. **Yazoo County**
80. Yazoo City Sep. (Yazoo Co.)


DeSoto
1
Marshall
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3
Benton
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Alcorn
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Tishomingo
Tippah
Prentiss
14a
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Tunica
Tate
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Union
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Panola
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Lafayette
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Lee
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Coahoma
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Quitman
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Itawamba
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Pontotoc
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43
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Calhoun
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Chickasaw
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Monroe
Bolivar
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Tallahatchie
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Yalobusha
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46
49
Grenada
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34
Webster
57
Clay
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Leflore
51
52
Carroll
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56
Montgomery
Sunflower
Washington
39
66
Choctaw
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63
64
Oktibbeha
Lowndes
68
67
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Humphreys
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Holmes
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Attala
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Winston
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Noxubee
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Issaquena
Sharkey
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Yazoo
Leake
83
Neshoba
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85
Kemper
86
82
Madison
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Warren
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92
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Hinds
Rankin
Scott
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Newton
97
Lauderdale
99
100
Smith
105
Jasper
107
106
Clarke
108
109
Claiborne
101
Copiah
102
103
Simpson
104
Jefferson
110
Lincoln
113
114
115
Lawrence
116
Jefferson
Davis
Covington
117
Jones
118
119
Wayne
120
Adams
111
Franklin
112
131
Lamar
129
133
132
135
Greene
136
Wilkinson
121
Amite
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125
123
124
126
Walthall
128
Marion
127
130
Forrest
134
Perry
Pearl
River
139
Stone
140
George
141
137
138
Hancock
Harrison
144
146
Jackson
149
150
142
143
147
148
145
151
152
Consolidated District
Special Municipal Separate District
Municipal Separate District
County Unit District

SCHOOL DISTRICTS BY SIZE
1980-81

	County	Consolidated	Municipal Separate	Special Municipal	TOTAL
Above 11,000	1		1		2
10,000–10,999					
9,000– 9,999					
8,000– 8,999	1		1		2
7,000– 7,999	2		2		4
6,000– 6,999			2	1	3
5,000– 5,999	3		3		6
4,000– 4,999	7	1	3		11
3,000– 3,999	8	1	14		23
2,000– 2,999	27	3	5		35
1,000– 1,999	17	17	19	3	56
500– 999	1	5	2	1	9
0– 499	1	1			2
TOTAL	68	28	52	5	153

ATTENDANCE CENTERS
1980-81

Special Schools for Special Education	16
Elementary Only	448
Junior High Only	74
Secondary Only	138
Combined Elementary and Junior High	20
Combined Elementary and Secondary	138
TOTAL	834

NUMBER OF SCHOOLS
BY TYPE OF ORGANIZED UNIT
1980-81

Type of School	Number
Elementary	
Middle Schools	58
All Other Elementary	564
Total Elementary	622
Secondary	
Junior High	94
Senior High	113
Junior-Senior High	165
Vocational-Technical	64
Total Secondary	436
TOTAL SCHOOLS	**1,058**

One Teacher Schools

These schools are also included in Elementary and Secondary	
With 8 or fewer grades	1
Total One Teacher Schools	1

SIZE OF PUBLIC SECONDARY AND ELEMENTARY SCHOOLS
1980-81

Size by ADA	Elementary	High & Jr. High	TOTAL
1 – 24	5	4	9
25 – 49	5	13	18
50 – 99	7	7	14
100 – 299	176	96	272
300 – 499	234	97	331
500 – 999	177	127	304
1000 – 1499	16	26	42
1500 – 1999	1	2	3
2000 – 2999		1	1
Total	621	373	994*

*Does not include vocational technical schools.

NUMBER OF PUBLIC SCHOOLS
1970-71 – 1980-81

	Elementary	Secondary	Total	One Teacher Schools Included In Total
1970-71	658	403	1,061	1
1971-72	654	391	1,045	1
1972-73	649	386	1,035	1
1973-74	654	429	1,083	1
1974-75	639	432	1,071	1
1975-76	639	430	1,069	1
1976-77	646	430	1,076	1
1977-78	643	436	1,079	1
1978-79	628	433	1,061	1
1979-80	626	440	1,066	1
1980-81	622	436	1,058	1

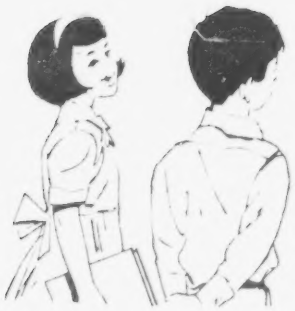
Definition: A division of the school system consisting of a group of pupils composed of one or more grade groups, organized as one unit with one or more teachers to give instruction of a defined type, and housed in a school plant of one or more buildings. More than one school may be housed in one school plant, as is the case when the elementary and secondary programs are housed in the same school plant.

SCHOOL ACCREDITATION
1980-81

The term "elementary school" refers to the first six grades but may include, depending on organization, the first seven or eight grades. The term "secondary school" refers to a school which includes any combination of grades seven through twelve. By this definition all junior high and high schools are secondary schools.

		Secondary	Elementary
Accredited			
	Public	27	35
	Nonpublic	11	24
Accredited and Class A			
	Public	152	204
	Nonpublic	23	41
Accredited and Class AA			
	Public	191	366
	Nonpublic	27	41
Total Accredited			
	Public	370	605
	Nonpublic	61	106
GRAND TOTAL		431	711

Reporting for accreditation is done on a prescribed organizational pattern. Frequently a school that includes grades 1-12 will report to the accrediting agency as three separate organizations: grades 1-6, 7-9, and 10-12. Consequently, the number of schools accredited is always at variance with the total number of schools in other tables.



II. Pupil Data